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ABSTRACT

This booklet is intended to instruct local high school educators on how to write a career education support unit curriculum which provides students with activities that will enable them to acquire the basic understanding and skills essential to function effectively within their economic system. Written in a question/answer format, this guide covers the following topics: What is a career education support unit curriculum; how to select career support topics; how to develop the support unit curriculum; (includes a list of consumer education materials); how to implement the support unit curriculum; how to infuse the units into the existing curriculum; and what are the challenges involved in the development of such a curriculum. (This guide is one of several focusing on the development of different components of a career education program.) (BM)

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"How to Develop and Implement a Career Education Support Unit Curriculum":

A PRACTICAL GUIDE IN 7 EASY STEPS



U.S. DEPARTMENT OF HEALTH,
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A Generic Definition of Career Education by

Dr. Kenneth B. Hoyt
Associate Commissioner
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"In a generic sense, the definition of Career Education must obviously be derived from the definition of Career and Education. 'Career' is the totality of work one does in his/her lifetime. 'Education' is the totality of experience through which one learns. Based on these two (2) definitions, 'Career Education' is defined as follows: 'Career Education' is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living."

After reading this guide you should be able to write a career education support unit curriculum for the high school, which provides students with activities that will enable them to acquire basic understanding and skills essential for persons to function effectively within our economic system.

Included in this guide are the following topics:

What *Is* A Career Education Support Unit Curriculum?

How Do I *Select* Career Support Topics?

How Do I *Develop* A Career Education Support Unit Curriculum?

How Do I *Implement* A Career Education Support Unit Curriculum?

How Do I *Infuse* Career Support Units Into The Existing Curriculum?

What Are Some *Challenges* In Developing A Career Education Support Unit Curriculum?

Concluding Comments



STEP ONE

WHAT IS A CAREER EDUCATION SUPPORT UNIT CURRICULUM?

A career education support unit curriculum—unlike an awareness or exploration unit curriculum—does not focus upon occupations; rather, it centers upon supportive elements in education such as: learning money management, buying insurance, practicing etiquette, applying for a job, building a house, understanding consumer protection, etc. A career support unit curriculum will strengthen and enhance experiences and activities in your career education program.

Even though a career support unit curriculum might be infused into an elementary or junior high school curriculum, this guide deals with the curriculum at the high school level. A career support unit curriculum consists of practical mini-courses for students of one (1) to six (6) weeks duration.

STEP TWO

HOW DO I SELECT CAREER SUPPORT TOPICS?



- Q. What do our students need to know in order to function effectively in the economic system?
- A. You can obtain this information in a variety of ways. One way is by administering a student needs inventory which will identify areas which need to be emphasized. Another way is by having the students complete a check list of possible topics.

In the final selection you might want to include what you feel the students need to know, as well as what they feel they want to know. There are a wide range of possible topics from which to select. Among them are the following:



- Practicing etiquette
- Improving human relations
- Preparing income tax returns
- Renting or buying a house
- Building a house
- Operating a small business
- Understanding consumer protection
- Becoming familiar with social security practices
- Contracting for goods and services
- Buying insurance
- Using bank services
- Knowing credit and installment
- Purchasing an automobile
- Applying for a job
- Learning about work in a factory

STEP THREE

HOW DO I DEVELOP A CAREER EDUCATION SUPPORT UNIT CURRICULUM?

After you have identified the basic student needs and have made the final selection of topics to be included in the career education support unit curriculum, you need to **FORMULATE UNIT OBJECTIVES** for each career support topic.

Q. How do I formulate a unit objective?

A. Unit objectives are general in nature; they establish direction for the units; and, they provide an overview of the concepts, skills, methods, activities and types of evaluation included in the unit. Before writing unit objectives, you should consider the following questions:



- What subject area(s), concepts, and skills am I teaching?
- What are my local resources?
- How long will this unit last?
- What do I expect my students to learn from this unit?

Want to see a completed unit objective? Look below:

The 10th grade math students at John Doe High School will become more aware of money management by studying the importance of budgeting. Through research, interviews, field trips, and hands-on experiences, they will increase their math skills and economic awareness. This unit will last approximately two weeks. Students will be evaluated on reports, both written and oral, teacher-devised examinations, both oral and written, and ability to formulate a budget.

After you have formulated your unit objective, you need to formulate specific objectives which identify what students will accomplish. Below is an example of a specific objective:

By the end of this unit, ninety percent (90%) of the Math 11 class at John Doe High School will be able to develop a workable budget for a family.

Now that you have your unit and specific objectives stated, you need to identify the activities/methods which you will use to accomplish the objectives.

Q. What are some activities I can use?

A. You might consider the following:

- Communication to parents: This might include a *brief* letter to parents which outlines the activities of the unit, an invitation to parents to serve as resource persons, or permission slips to parents for field trips which state purpose of field trip, time and place.
- Field Trips: This activity allows students to visit a bank, for example, and see banking procedures first-hand.
- Hands-on-Activities: This activity allows students to actually work in a bank, for example, for short periods of time to get the "feel" of the operation.
- Simulation: This activity allows students to gain experience in a simulated bank, for example, when one is not available or convenient to visit.

Next, you should consider available **RESOURCES**.

Q. What kinds of resources should I consider?

A. You can divide resources into three (3) categories: persons, places, and things.

Examples:



- **Resource Persons:** This kind of resource offers the students an opportunity to discuss different topics of interest with the president of the bank.
- **Visuals:** This kind of resource offers the students an opportunity to see a checkbook, methods of bookkeeping, vaults, etc.
- **Equipment and other Materials:** This kind of resource offers you an opportunity to survey all needed equipment such as an overhead projector, record player, etc., and available materials on banking.

Want to know some available materials?

Check the following list:

1. Looking, Applying and Interviewing for a Job—Society or Visual Education, Inc., Dept. 74-19, 1345 Diversey Parkway, Chicago, Illinois 60614, "Finding a job opening, applying for job, and the job interviews," Consumer Product Information Center, Public Documents Distribution Center, Pueblo, Colorado 81009, *Merchandising Your Job Talents* (40¢)
2. Money management—Sal Nuccio, *Guide to Personal Finance* (New York, 1963); Charles Neal, *Sense With Dollars* (New York, 1965); Art Watkins, *Dollars and Sense: A Guide to Mastering Your Money* (New York, 1973); Consumer Product Information Center, Documents Distribution Center, Pueblo, Colorado 81009, *Budgeting for the Family* (10¢); Thelma Winder, *Family Budgeting*
3. Buying a car—Consumer Product Information Center, Public Documents Distribution Center, Pueblo, Colorado 81009, *Tips on Financing a Car* (Free).
4. Credit and Installment Buying: Advantages and Disadvantages—Consumer Product Information, Public Documents Distribution Center, Pueblo, Colorado 81009, *Consumers' Quick Credit Guide* (10¢); Alabama State Dept. of Education, *Introduction to Credit*

5. Using bank services—Citizens Fidelity Bank and Trust, Louisville, Kentucky, *Let's Learn Money* (Free).
6. Insurance—Institute of Life Insurance, Health Insurance Institute, 277 Park Avenue, New York, N.Y. 10017, *Making the Most of Your Money* (Free); *A Handbook of Life Insurance* (Free); The Insurance Information Institute, 110 William Street, New York, N.Y. 10038, has free information on understanding insurance—Life Insurance, Health Insurance, Automobile Insurance, Property Insurance and Special Insurance Policies.
7. Components of working society—Labor Unions, Managements, Government, etc.: Leon Litwack, *The American Labor Movement* (Englewood Cliffs, N.J., 1962).
8. Changes and trends in the world-of-work—Curriculum Development Center, University of Kentucky, *Orientation to the World-of-Work* (Free).
9. The economics of Work—Leon Litwack, *The American Labor Movement* (Englewood Cliffs, N.J., 1962); Curriculum Development Center, University of Kentucky, *Orientation to the World-of-Work* (Free).
10. Contracting for goods and services—Consumer Information Services, Dept. 703 Public Relations, Sears, Roebuck and Company, Sears Tower, Chicago, Illinois 60684, *How To Choose and Use Retail Credit* (Free).
11. Understanding Social Security—Consumer Product Information Center, Public Documents Distribution Center, Pueblo, Colorado 81009, *Your Social Security* (35¢).
12. Consumer Protection—Consumer Product Information Center, Public Documents Distribution Center, Pueblo, Colorado 81009, issues quarterly editions of *Consumer Information Index* which list selected Federal publications of particular interest to consumers.
13. Owning and Operating a Small Business—Jacob Kay, *How To Run a Small Business* (New York, 1963); William Minrath, *Handbook for Business Mathematics* (Princeton, N.J., 1967); Everett Wilson, *Getting Along with People in Business* (New York, 1950).
14. Building a House—Consumer Product Information Center, Public Documents Distribution Center, Pueblo, Colorado 81009, *House Construction: How to Reduce Cost* (10¢); *Low Cost Wood Homes* (\$1.00); *Wood-Frame House Construction* (\$2.60).
15. Renting or Buying a House—Consumer Product Information Center, Public Documents Distribution Center, Pueblo, Colorado 81009, *Buying or Financing a Mobile Home* (Free); *Home Buying* (Free).

16. Understanding taxation and preparing Income Tax Returns—Consumer Product Information, Public Documents Distribution Center, Pueblo, Colorado 81009, *Road Maps for Forms 1040, 1040A* (Free); *Your Federal Income Tax* (\$1.25); Internal Revenue Service, Washington, D.C., *Understanding Taxation*.
17. Human relations in the world-of-work—Curriculum Development Center, University of Kentucky, *Orientation to the World-of-Work* (Free).
18. Work in a Factory: What is Involved?—Kenneth Lasson, *The Workers: Portraits of Nine American Jobholders* (New York, 1971), Fred Best, ed., *The Future of Work* (Englewood Cliffs, N.J., 1973); Louis Terkel, *Working* (New York, 1974).
19. Social Skills and Etiquette—Mary Beery, *Manners Made Easy* (New York, 1954); Eleanor Boykin, *A Book of Manners* (New York, 1940); numerous other methods may be located in the public library.

Lastly, you should consider some **METHODS OF EVALUATION**.

Q. What methods of evaluation should I include?

A. You should include *all* types of evaluation which you will use while teaching the unit.

These might include:



- Pre-test and Post-test
- Class Participation
- Ability to Work Cooperatively in Groups
- Teacher-Devised Examination, Both Written and Oral
- Oral and Written Reports
- Techniques Used in Interviewing Resource Persons
- Demonstration of Skills and/or Knowledge Acquired from Unit
- Students' Evaluation of Unit
- Students' Interest in Unit
- Parents' Evaluation of Unit
- Principal and/or Other Teachers' Evaluation of Unit

STEP FOUR

HOW DO I IMPLEMENT A CAREER EDUCATION SUPPORT UNIT CURRICULUM?

After you have established the following:

- A Unit Objective
- Specific Objectives
- Activities/Methods
- Resources
- Methods of Evaluation, you are ready to implement.

Then, determine the activities which will best accomplish the objectives.

Next, determine what the students need to learn during the study of the career education support unit curriculum.

Finally, determine how the students can best learn that which they need to know.

Remember the following, however:

- Remember to do specific planning with the learners; completely involve them in the learning process. (i.e., you decide to teach a career support unit entitled "Building a House." You might ask the students what they want to know about building a house, etc. You might have them to go out into the community and help a carpenter for a short period of time, etc.)
- Remember to communicate with parents, the community and industry. Involve them in serving as resource persons, etc.
- Remember to involve the students in meaningful, relevant, first-hand learning experiences. In other words, let them "learn by doing."
- Remember to evaluate the activities by *all* the methods identified in Step 3.
- Remember to follow-up after every unit to see the learner outcomes, accomplishments, effectiveness, etc.

STEP FIVE

HOW DO I INFUSE A CAREER SUPPORT UNIT CURRICULUM INTO THE EXISTING CURRICULUM?

A career education support unit curriculum can easily be infused—combined with—into the existing curriculum. Some suggestions are the following:

- Social Skills and Etiquette can be infused into Home Economics or English.

Example: • Hosting a "tea" for the faculty, parents, community, and industrial personnel.

- Learning good telephone manners and visiting people who are ill.

- Human Relations Skills can be infused into sociology or English.

Example: • Becoming tolerant of people who have different lifestyles than you.

- Becoming a good listener.

- Preparing Income Tax Returns can be infused into mathematics, economics, general business or bookkeeping.

Example: • Completing a tax return for oneself and then for someone else.

- Renting or buying a house can be infused into mathematics or general business.

Example: • Planning a monthly budget for food, shelter, clothing, etc.

- Computing rates of interest for house payments.

- Building a house can be infused into mathematics or general business.

Example: • Estimating the square feet of lumber and other materials needed.

- Recording expenditures of materials and labor.



WHAT ARE SOME OF THE PROBLEMS IN DEVELOPING A CAREER SUPPORT UNIT CURRICULUM IN RURAL APPALACHIA?

- No. 1:** In Appalachia our biggest problem is probably **LOCATION**. Many schools are not located near a business, industry, or other professional personnel.

Do We Cope With This?



- First of all, we capitalize upon *every* person in the community who has some kind of skill or knowledge about the "world of work."
- Next, we share our information among different systems. If teachers have good resource persons, they collect as much information as they can and share it with teachers who cannot secure resource persons. Therefore, vicarious experiences become good learning experiences:

- No. 2:** Sometimes teachers are reluctant to change techniques, methods, and textbook topics; thus, attitudinal change is a big problem.

Do We Cope With This?

During workshops we try to emphasize the effectiveness of this kind of curriculum. When workshop participants return to their respective schools they attempt to "convert" as many teachers as they can by urging them to discuss relevant topics within the classroom. This method is probably the most effective method of changing attitudes.

In addition to this method, the local career education coordinators act as "ramrodders" of career education activities and they continue to orient and "change" teachers' attitudes.

Problem No. 3: A majority of students in Appalachia need socio-economic and personal development. Therefore, in planning our career education support unit curriculum, we strive to reach all students. Time, then, becomes a challenge in developing enough career support units to reach the entire student body.

How Do We Cope With This?

- The most important factor is to strive for one hundred percent (100%) teacher involvement. By having an effective principal, this can be accomplished. Some principals have assigned certain career support units to specified teachers.
- If, for some reason this cannot be accomplished, we attempt to work with teachers of required courses, such as mathematics, science, English, etc. For example, if the entire English department becomes involved in developing a career education support unit curriculum, chances are then, the entire student body will be introduced to a career support unit curriculum.

STEP SEVEN

WANT TO BE LEFT WITH A CONCLUDING THOUGHT?

Support units are practical courses whose aims and purposes are to help students systematically acquire socio-economic and personal career development skills so that they may function as significant and self-sufficient persons regardless of where they reside or what occupations they pursue. Carefully planned support units which involve the students, their parents, the community, and industry, are significant parts of career education and, indeed, of good educational practices.

Additional information on the career education support unit curriculum can be procured by contacting:

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